**Grades 6-12 ELA Lesson Plan**

**Teacher:** Dana Swayze **Grade/Course:** 8th **Date:** Unit 1 Task 3 Day 12

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| **Unit Title: Vantage Point: Multiple Perspectives** | | **Corresponding Unit Task: Task Three** |
| **Unit EQ(s):** | How do authors use ideas from older, familiar texts to write modern stories?  Why do different texts provide conflicting information about the same topic?  Why do authors use different media formats and text structures to present different information? | |
| **Essential Vocabulary** | **Protagonist, Antagonist, Conflict, External Conflict, Internal Conflict, Plot, Rising Action, Climax, Falling Action, Resolution, Theme, Universal Themes, Characterization, Evidence, Textual Evidence, Archetype, Hero, Villain, Parent, Child, Sage, Fool, Media, Medium** | |
| **Materials/Resources** | Class novels (*Frankenstein, The Giver, The Hunger Games* based on levels), Grimms fairytales, film clip of Stepmom “Do you want me to hate her?”or Ever After evil stepmother clip, or Home Alone (beginning of film), Ray “I need help” | |
| **Activating Strategy/ Bell Ringer** | Students will do a THINK, PAIR, SHARE in groups considering the following questions:  Why is it hard to be parent?  Why is it hard to be a step-parent?  What makes a good parent? A bad one? Are all good parents similar? What about bad parents? | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 8.9 , RL 8.1, RL.8.2**  **I Can Statements:**    **I can analyze relationships between parents and children in text**    **I Can use appropriate reading strategies for novel reading.**  **Instructional Plan: Teacher will play selected film clips that portray the archetypes of the parent (and the child.) Students will think about each parent and child portrayed in the clips. Do these parents have good or bad qualities? Why so? What about the children?**  The small groups of students will then read the original Charles Perrault or Grimms’ fairy tales. Suggestions include:  Snow White (for an evil parent)  \* newspaper articles of modern day (ex: tanning bed mom)  Cinderella (for an evil parent)  Hansel and Gretel (beginning—evil stepmother)  “Charles”- from 7th grade Holt textbook  “The Enchanted Raisin” – 6th grade Glencoe book  “Mother to Son” – (poem)  A Child Called It- novel- for extension.  Teachers will select two of the above texts for the students to read. Students will be  Assigned one story to read and then answer the following questions about their story. Using the “Each one, Teach one” strategy, students will teach each other the story that they read.   * What is a basic summary of the story? * What do the parents give to their children? What do they not give which might be expected of them? * Does anyone break the expectations of the parents? If so, what expectations and how are they punished? Does this punishment go overboard? * How much power does the parent have? * How much power do the children have? * Does the child ever get power of their own, or do they need to be rescued?   The goal is to see that “evil”/ bad parents tend to either punish overmuch, protect overmuch, or withhold protection/gifts.  After, group students with another group and have them discuss their selections. Next, compare and contrast their stories using the Venn diagram (attached). | |
| **Closing/Summarizing Strategy** | Go home and think about TV shows that have a stereotypical “bad parent.” What qualities makes this a bad parent? Then think of a “good parent”. What qualities make this a good parent? Compose 2 paragraphs with your analysis. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Students will read both stories and get into groups of 4 to answer the parent/child questions. | Teacher will read one story aloud and answer questions with students. Students will silently read the second selection individually. | Teacher will read one story aloud and answer questions with students. Students will silently read the second selection individually. |
| **Assessment(s)** | Venn Diagram  Oral Questioning  Discussion Questions | | |
| **Reflection** | Do the students understand the archetypes of the parent and the child? | | |

